10 28 2010

[www.ted.org](http://www.ted.org) (check out the lectures here for your future edification or use)

1. Leadership traits: warm up, and reports.
2. Public speaking skills warm up
3. Partner sharing for ‘Teaching Unit
4. Trust Building with Gwen and Katie (organized, has materials, show a sense of humor, gives information to observers, gives details of task, Katie works with the participants, facilitate as peers work, provide the time, very clear on the math task, zns to get attention++, good, got the attention of the group, techniques for emulation, closing question)
   1. Communication at a beginning level
   2. Collaboration for the math challenge
   3. Observers look for the vocabulary for beginning team building
   4. Please look at the observer’s report in the text for this activity
      1. Accepting ideas
      2. Paraphrasing
      3. Supporting one another, etc.
5. Storytelling and Anecdotes with Diane and Sarah (organizes peers with anecdotes, two teams, divide the groups to look at the rubric, efficient, positive affect in sharing, move about the room to check on participants, positive affect acknowledged here as well, coaching, closing facilitation to get feedback from peers, ideas extended thinking, lots of input, you listened well, rubric, image storybook, musical chairs with story starters, )
   1. Goals for optimizing anecdote and storytelling
   2. Ways to assist young people in sharing information; anecdotes
   3. Rubrics in training are guidelines
6. <http://rubistar.4teachers.org/>
7. Large Group Communication task with Emily and Kristine (organizes the class quickly with a count down, class distributes clues, Rebekah assists in delivery, allows them to decide what they are going to do, observant of the process, supportive of peers at the close, good question, good point on linear and global,
   1. Large group listening skills
   2. What plan comes up, if any
   3. Problem solving skills (lots of questioning, organizing information, distinguish between relevant and irrelevant information, )
   4. Roles in groups – what did you do to assist problem solving process
   5. Morale and task leaders
8. BMP with Bryan, Ryan M and Christopher
9. Input on wiki for Research Task
10. Spencie, Christopher
11. Announcement for Fordham Foundation
12. Closing story: conflict stories

**STATEMENT OF PURPOSE: (by David Sinclair used with permission Spring 2010)**

There will be high expectations for students in this classroom. All students will be valued as learners, thinkers, and researchers. Individual differences along all lines will be recognized and respected in the context of a scientific learning environment. Students will be held to the rules of behavior for scientists, which will include: following directions and safety procedures; respectful speech and behavior towards others; and learning how to cooperate with others while conducting learning activities, research, and labs. Students and parents will recognize the value of a safe classroom environment not just as a way of avoiding discipline, but as a way to avoid causing harm to oneself or others while be immersed in the world of science.

**Expectations:**

1. Be Safe: Be sure to listen carefully to all directions! Failure to follow directions in a scientific environment can result not just in discipline, but in potential harm to self or others.
2. Be Prepared: Come to class everyday with your science journal and something to write with. Please also come with an open mind prepared to explore nature and the universe.
3. Be Respectful: Please raise your hand and wait your turn to join in with class discussions. Please also use respectful speech and behavior with others, because disrespect can lead to an unsafe environment (see Rule 1!)
4. Be Cooperative: All of science is based on working with others. Only mad scientists work alone, and they don't exist in real life! Be prepared to share your work and thoughts with others (see Rule 3!)
5. Be Informed: All other CCSD and school rules are still active in this classroom. Make sure you review them in your student handbook or on the wall posting. Just like in science and real-life, ignorance of stated rules is no excuse!

**CLASSROOM PROCEEDURES**

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| **Type** | **Steps** | **Details** |
| Hallway | When the class is to leave the room as a group, students will line-up at the door quietly and wait for instructions from Mr. Sinclair. | To be stated on first day of school and restated before each trip. |
| While in the hallways, at all times, students are to follow school rules in regards to behavior and flow of traffic. | To be stated on first day of school and restated before each trip. |
| Lockers | Students are expected to visit their lockers only before and after class periods. Passes will not be granted for locker visitation during the class period. | To be stated on first day of school and restated upon request. |
| Bathroom | Students will be given two bathroom "tickets" every quarter that may be exchanged for the bathroom pass. | Students may not ask to use their tickets during the first or last 10 minutes of class time. |
| Dismissal | The bell signals the end of the period, but the teacher dismisses the class. Students are not to leave the classroom until the teacher signals that they may leave. | Students are expected to be seated quietly in their assigned seats before they are to be dismissed from class. |
| Late Arrival | Students will be seated in their seats and prepared for class when the tardy bell rings. Students who arrive after the tardy bell must sign the Tardy Book. | The tardy book will be reviewed daily and entered into the school attendance system. Students with excessive tardies will be subject to school-wide tardy policy discipline. |
| Students who refuse to sign the tardy book will be marked absent and will be unable to participate in activities or labs. | Students risk losing course credit for more than 10 absences in a semester. |
| Absences | Students who do not attend class or arrive more than 10 minutes late, or who refuse to sign the tardy book will be marked absent. | Absent students will be recorded in the school attendance system. Students absent to class will not be allowed to participate in activities or labs. Students with 10 or more absences will lose course credit according to CCSD rules. |

**CONSEQUENCES**

**Positive!**

1. Students who demonstrate competence in classroom procedures, come up with good ideas, or help others will be rewarded with verbal praise and reward stickers!
2. Students that show marked improvement in behavior or exceptional creativity with class content will be provided comic books and magazines related to science topics.
3. Students that show an interest in an area of science and demonstrate maturity through interactions with others will be given computer time to research an approved area of interest.

**Negative!**

1. Verbal Warning - student will be given a verbal warning about offending behavior. The warning will be noted in the student's classroom folder.
2. Call Home - if student continues to display disregard for classroom rules, a call home will be made to inform his parents/guardians as to the situation.
3. Detention - if student continues to display disregard for classroom rules after the call home, the student will be served a detention after school. If student does not attend, they will be issued a Referral.
4. Referral 1 - if student continues to display a disregard for classroom rules after being issued detention, they will be served a referral for dean's detention.
5. Referral 2 - if student continues to display a disregard for classroom rules after being issued dean's detention, they will be served a referral for in-house-suspension.
6. Referral 3 - if student continues to display a disregard for classroom rules after being issued in-house-suspension, they will be served a referral for suspension and will not be allowed back into the classroom until a Parent-Teacher Conference (PTC) is held.

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| **Area** | **What is to be accomplished** | **How it will be accomplished** | **Date accomplished** |
| **Toolkit** | Providing a substitute teacher folder | Create a folder with all necessary information to implement behavior plan as well as lesson plans. | Prior to start of school |
|  | Making posters for rules and procedures | Enlarge rules sheet to poster size and add visuals! | Prior to start of school |
|  | Creating postcards for positive parent contacts | Print out or copy postcards so that only student names and positive behaviors need be added. | Prior to start of school |
| **Teaching the plan to students** | Generating a brochure to present the key components of the plan | Use word processing or publishing software. | Prior to start of school |
|  | Provide Students with Class Calendar & Notebooks | Provide students with Science Journals and calendar that outlines course of study, test dates, and project due dates. | First day of school. |
|  | Teaching relevant aspects of plan | Develop and implement lesson plans using UbD. | Prior to start of school |
|  | Presentation | Use PowerPoint to review classroom expectations and consequences to students. | First day of school. |
|  | Scheduling booster sessions | In lesson plan book, at predetermined intervals, note need to review essential components. | Prior to start to school |
|  | Delivering booster sessions | Prior to scheduled booster session, select component of management system to be highlighted. Be sure to update PowerPoint with data about rule infractions, awards given, and “time used” in class. | Throughout school year |
| **Disseminate plan** | Disseminating to parents | Present plan at back-to-school night. Duplicate extra brochures. PowerPoint Presentation. Have parents sign student homework on plan. | Third week of school |
|  |  | Call parents who weren't able to attend back-to-school night. | Third week of school |